

## Warriors in their Midst – honors project

### Process:

1. Choose the culture that you would like to investigate. Clear choice with teacher.
2. Survey the stories told in that culture, looking for examples of warrior role models. Locate at least four significant sources (at least one primary source). Take careful notes on one main warrior character that appears in these stories, the powers he/she possesses, the main action, the outcome, and the didactic message of their actions.
3. Use this research to answer the following questions: How does this culture's warrior connect with other class material? How does the story reveal that culture's value system and expectations? What is the importance of the role the storyteller has?

### The Products:

1. An annotated bibliography detailing at least four sources and how they contributed to your understanding of this culture.
2. A ten to fifteen minute lesson WITH VISUAL AID that teaches the class the cultural values as emphasized by this warrior character. You should promote lively, active learning in the class, stressing a clear understanding of the warrior's story and making clear, thoughtful connections to our group studies.

#### Keynote/Prezi presentations should include the following elements:

- Cultural context (background on time/location of warrior)
- Storyteller context (who told the story and how is that important?)
- Highlights of warrior character (parentage/birth, physical/emotional qualities, major challenges faced, assistance provided by gods, role played by women, etc.)
- Comparisons with class material (Beowulf, Leonidas, Gawain)
- Significance of this warrior/culture and how it reveals a value system and expectations
- Concluding thoughts
- Bibliography

### CHOICES:

Native American: Apache  
Cheyenne  
Haida

Afghan/Pashtoon

Central/South America: Aztec  
Inca  
Mayan  
Yanomami

Carib / West Indian

Cossack (Russian)

Dani people (western New Guinea highlands)

Huns (under Attila)

Kshatriyas (India)

Maori (New Zealand)

Hawaiian (King Kamehameha)

African: Egyptian  
Maasai  
Zulu

Mongols (under Genghis Khan)  
Samurai of Japan

### GRADING:

In-class presentation – 50 points

Written component – 50 points

## **IN-CLASS PRESENTATION**

**50 points**

### **Original Thinking:**

- Uses language appropriate to audience and purpose, creating engaging teaching lesson
- Makes well-developed links with class content

### **Support, Details, and Evidence**

- Teaches cultural values as emphasized by warrior character through use of specific detail
- Keynote/Prezi includes all necessary information
- Meets time expectation

### **Organization and Clarity**

- Uses clear organizational pattern & sequencing
- Uses clear enunciation, lack of disfluencies, voice variation, projection, eye contact, body language, investment

- A Work surpasses some/all criteria, demonstrates superior thoughtfulness
- B Work capably meets all criteria
- C Work meets some of the criteria
- D/F Criteria has not been met

## **ANNOTATED BIBLIOGRAPHY**

**50 points**

### **Original Thinking:**

- Sources show investigation of this warrior drawing on high quality sources
- Avoids unnecessary plot details; emphasizes research process, in-depth analysis of information, and connection to in-class discussions

### **Support, Details, and Evidence**

- Includes a total of at least 4 sources, at least one being a primary source (original text of a story rather than commentary on the warrior/culture)
- Uses correct MLA citation format

### **Organization and Clarity**

- Ideas are organized and easy to follow
- Entries are alphabetized by first word of citation
- Demonstrates grammatical and mechanical accuracy

- A Work surpasses some/all criteria, demonstrates superior thoughtfulness
- B Work capably meets all criteria
- C Work meets some of the criteria
- D/F Criteria has not been met